



VIRGINIA DEPARTMENT OF  
**EDUCATION**  
**VDOE Lead SLP Meeting**  
April 11, 2016

**Board of Audiology and Speech-Language Pathology**  
**Business and Regulatory Update**

**Continuing Education Audits**

This year 270 continuing education (CE) audits were conducted to ensure compliance with CE requirements. The board reported that 8% of audits resulted in some type of board action.

- 8 confidential consent agreements
- 11 pre-hearing consent orders
- 1 formal hearing

**CE Reminders**

- SLPs should complete and maintain documentation of all CE activities prior to renewal.
- Signing the renewal form attests that all CE has been completed.
- Extensions for special circumstances must be requested in advance.
- Failure to provide CE documentation will result in disciplinary action by the board.

**CE Guidance**

- CE should focus on activities that increase knowledge of SLP practice, not documentation and business practices.
- A guidance document to provide clarification on meeting CE requirements was approved by the board at the Feb. 18, 2016 meeting.

**Regulatory Update**

- Draft regulations were approved by the board on Feb. 18, 2016. No changes were made to the proposed text since the last public comment period.
- A final public comment period will be available via [www.townhall.virginia.gov](http://www.townhall.virginia.gov) after the standard executive branch review process.
- HR Staff, Special Education Directors, and SLPs should be aware of changes to the following sections:
  - continuing education
  - ethics
  - qualifications, scope of work, and supervision for unlicensed assistants

**Proposed Regulations**

- HR, building administration, and special education staff should be aware of regulations and possible impact on SLPs.
- Review complete regulations
- Highlights provided for areas that will likely require specific attention of staff

## **Selected Excerpts**

A licensee shall complete at least 10 contact hours of continuing education prior to December 31 of each year.

A speech-language pathologist shall not supervise an assistant without the speech-language pathologist's knowledge and consent by the assistant and the licensee documented prior to assumption of supervisory responsibilities.

b. The frequency in which the speech-language pathologist personally delivers treatment or services to a client who is receiving some services from an assistant shall be up to the professional judgment of the speech-language pathologist and shall be determined by the treatment needs of the client, the type of services being provided, and the setting in which the client is being served, but shall occur at least every 30 days.

2. A speech-language pathologist supervising an assistant shall be responsible for determining that the knowledge, skills and clinical experience of the assistant are sufficient to ensure competency to perform any tasks to which the assistant is assigned. The speech-language pathologist shall document competency after training and direct observation of the assistant's performance of such tasks, and a record of skills and competencies shall be maintained.

After demonstration and documentation of competency for the duties to be assigned, an assistant shall only engage in those duties planned, designed, and supervised by a licensed speech-language pathologist, to include the following:

3. Perform activities for each session that are routine and do not require professional judgment, in accordance with a plan developed and directed by the speech-language pathologist who retains the professional responsibility for the client.

A speech-language pathologist assistant shall not engage in the practice of speech-language pathology, including the following:

2. Perform standardized or non-standardized diagnostic tests or any formal or informal evaluations.
5. Participate in formal conferences or meetings without the presence of the supervising speech-language pathologist.
7. Write, develop or modify a client's treatment plan.
9. Sign any formal documents in lieu of the supervising speech-language pathologist.
10. Select a client for service or discharge a client from service.

E. Supervision of an assistant in speech-language pathology.

1. The practice of an assistant shall only be supervised by a speech-language pathologist who retains full legal and ethical responsibility for the client. A speech-language pathologist shall only supervise the equivalent of two full-time assistants.
2. The speech-language pathologist shall provide the level of supervision to the speech-language pathologist assistant necessary to ensure quality of care to include on-site supervision of at least two client sessions for each assistant being supervised every 30 days to directly observe and evaluate the performance of the assistant. The speech-language pathologist shall document such on-site observation and evaluation in the client record for each session.

Review practices and new regulations to ensure LEA, HR, and building practices do not jeopardize SLPs' licensure!

## Can you answer . . .

How many hours of CE are required in the new regulations?

How many SLPAs can an SLP supervise?

How frequently does the SLP need to see each student that SLPA serves?

Can you answer . . .

How often does the SLP need to observe the SLPA?

Who documents knowledge and skills of SLPA?

Who reports to BASLP the relationship between SLP and SLPA?

## Results from General Assembly 2016

2016 General Assembly Actions Relating to SLP Practice: HB 252 has passed – BASLP will review:

- The need for and impact of licensure for SLPAs and
- Report by Nov. 1, 2016

VDOE will continue to have a representative on the SLPA subcommittee.

- Anyone may attend and provide public comment at the start of the meeting
- Attendees may provide input to committee members on breaks and at lunch.

SLPA Ad Hoc Sub Committee

- Meetings will be April, June and August 2016
- The committee's draft must be reviewed and approved by the BASLP then sent for administrative review and finally to General Assembly.
- All are welcome to provide input to Marie Ireland via email [marie.ireland@doe.virginia.gov](mailto:marie.ireland@doe.virginia.gov)

## Continuing Education for SLPs

ASHA's Practice Portal

- Clinical Topics
- Professional Issues
- Client Patient Handouts
- Tools and Templates

Phonemic Inventories Across Languages

Use ASHA's phonemic inventories to consider the sound systems of all the languages used to provide appropriate assessment and treatment services to clients for whom English is not their first, or only, spoken language.

- [Arabic Phonemic Inventory](#) [PDF]
- [Cantonese Phonemic Inventory](#) [PDF]
- [English Phonemic Inventory](#) [PDF]
- [Korean Phonemic Inventory](#) [PDF]
- [Mandarin Phonemic Inventory](#) [PDF]
- [Spanish Phonemic Inventory](#) [PDF]
- [Vietnamese Phonemic Inventory](#) [PDF]

## ASHA replays

Available for groups to access and earn ASHA CEU's

VDOE Funding for ASHA replays

Requirements for funding:

- Multiple LEAs participating
- Lead for replay is an ASHA member

Lead is responsible for:

- Copies
- Signing in to start the session
- Documenting and submitting CEU information
- Submission of attendee data to VDOE

## Recap of SHAV 2016

Some Sessions of Interest to School Providers

- Willful Blindness
- Dynamic Assessment
- SLPs and Literacy for Children With Phonological Impairments
- Impact of Poverty

## The Impact of Poverty

- Set Clear Intentions
- Create a safe place for discussion.
- Explore concepts, research, and strategies.
- Build awareness that context is critical.

Reminders

- Each child & family is unique
- This is a sensitive topic
- Be respectful of differences
- Be wary of generalizations
- Be aware that your experiences shape how you think

## Types of Poverty

### Generational

- 2 generations or longer
- Usually involves welfare
- Belief on stuck
- Short term & survival not planning for future

### Situational

- Common for immigrants
- Shorter time
- Result of circumstances
- Pride and belief of overcoming
- May refuse "charity"

## Unique and Individual Resources

- Financial
- Emotional
- Mental
- Spiritual
- Physical
- Support systems
- Relationships and Role Models
- Knowledge of Unspoken Rules

### Facts About Poverty

- 15% of people live in poverty
- 21% of children live in poverty (1 in 5)
- 29% of people with disabilities live in poverty
- 31% of single mother families live in poverty
- An additional 33% live "close to poverty"

<http://www.povertyusa.org/the-state-of-poverty/>

## Research on Poverty

### Emotional Research

- Many children face emotional and social instability
- Children under 3 need:
  - Reliable primary caregiver
  - Safe predictable environment
  - 10-20 hours of harmonious reciprocal interactions for “attunement”
  - Enrichment through activities
- Increased rates of low self esteem, powerlessness, depression and physical punishment  
Denny et.al. 2004, Evans 2006, Ahnert et. al. 2006

### Using a Limited Keyboard

1. What are the possible consequences or reactions of others?
2. If this is your normal “keyboard” how can you learn about new keys?
3. How would you view others communication using a full keyboard?

### Eric Jensen’s Work on Emotional Keyboard

- Narrower range of appropriate responses
- Emotional responses not “wired” must be taught
- Explicit instruction is essential

Emotional Responses (Jensen, 2009)	
Wired	Taught
<ul style="list-style-type: none"> <li>• Sadness</li> <li>• Joy</li> <li>• Disgust</li> <li>• Anger</li> <li>• Surprise</li> <li>• Fear</li> </ul>	<ul style="list-style-type: none"> <li>• Humility</li> <li>• Forgiveness</li> <li>• Empathy</li> <li>• Optimism</li> <li>• Compassion</li> <li>• Sympathy</li> <li>• Patience</li> <li>• Shame</li> <li>• Cooperation</li> <li>• Gratitude</li> </ul>

### Behavioral Research

- Behavior can be a response to stressors
- Increase in low –SES risk factors yields
- Increases impulsivity
- Decreases ability to delay gratification (Evans, 2003)
- Giving up or learned helplessness is an adaptive response to stress
- Students in poverty are more likely to give up or become passive and uninterested in school (Johnson, 1981)

### Quality of Language

*Toddlers from middle and upper income families used more words talking to their parents than low-SES mothers used talking to their children*  
Bracey, 2006

### Specific Questions

- Formulation of specific (compared to general) questions can be an area of concern
- The importance of asking questions is linked to academic success (Marzano, 2007)



**For each \$5,000 in extra income annually, vocabulary is raised an average of 2 points on a standard scale**

## Tier 2 Vocabulary

- Are used during classroom discussions
- Are critical to understanding academic texts
- Require deliberate effort to learn when not present in home language environment
- Likely to appear in written texts than in speech
- Are rarely scaffolded by authors or teachers (contrast to tier 3 words)

## Tier 2 Words: Search “Tier 2 Vocabulary”

[www.flocabulary.com/wordlists](http://www.flocabulary.com/wordlists) and [www.hpcsd.org/district.cfm?subpage=29208](http://www.hpcsd.org/district.cfm?subpage=29208)

“The disproportionate use of vocabulary measures compared to morphosyntactic measures suggests that the content of the most frequently used standardized tests is not necessarily supported by the existing research literature.”

Betz, Eickhoff, & Sullivan, 2013

## Metacognitive Verbs (MCV)

- Metacognitive Verbs e.g., Decide, Imagine, Realize, Discover, Intend, Reflect
- Additional Terms
  - Verbs of Cognition
  - Landscape of Consciousness
  - Theory of Mind



Narrative Writing in Children and Adolescents; Examining the Literate Lexicon (Sun & Nippold, 2012) LSHSS V 43, p 2-13

- Students must be able to conceptualize the event even though it cannot be seen
- This skill is required for:
  - Higher level discourse
  - Complex episodic structure
  - Behavior regulation

## Assessment and Treatment

- View through the lens of “research on poverty”
- Consider a student’s unique resources and supports (8 areas)
- Rethink analysis and interpretations (What story have you written?)
- Consider information on diagnostic accuracy
- Use Dynamic Assessment (test-teach-retest) to examine potential for growth
- Use Authentic Assessment for contextualized tasks

## Emotional Strategies

- Provide a safe predictable environment
- Strive for harmonious reciprocal interactions
- Provide enrichment through activities
- Use explicit instruction to teach:
  - Humility, Forgiveness, Empathy, Optimism, Compassion, Sympathy, Patience, Shame, Cooperation, Gratitude
- Teach strategies to deal with anger and frustration

## Behavior Strategies

- Teach hope growth, & perseverance
- Differentiate between stress response and willful behaviors
- Alter the environment to reduce stress
- Reduce homework
- Use cooperative structures (less dictatorial)
- Incorporate movement and hands on activities
- Empower students
  - Teach conflict resolution
  - Teach anger management strategies
  - Teach goal setting
  - Model problem solving and talk through steps
  - Practice problem solving with students
  - Explicitly teach social skills and hidden curriculum

## Assessing Emotional and Behavioral Skills

- Perseverance
- Functional Skills
- Emotional Keyboard
- Data is gleaned during assessment or probed by SLP or others

## Executive Functioning

- Assess with
- Think aloud activities
- Interview to determine awareness

### Explicit Instruction on Strategies including:

- Plan and how to start a task
- Organize an approach
- Develop a goal
- Establish a schedule
- Choose a strategy (what's next)
- Monitor and problem solve interruptions/issues
- Sustained effort on task
- Evaluate outcomes

## Language Strategies

- Teach a formal register and register shifts
- Vocabulary
- Pragmatics
- Syntax
- Address dialect differences
- Teach students how to ask specific questions
- Teach Tier 2 vocabulary - Instruction in all settings should address these needs
- MCV and Internal States

## Explicit instruction for

- MCV
- Internal states
- Abstract nouns
- Use narratives and experiences to scaffold instruction

## Reflection and Change

- Examine understanding and beliefs about poverty
- Rethink incentives and motivators based on a middle class system

## Strategies for Parents

- Examine Perspectives
- *Maternal Epistemological Perspectives and Variations in Mental State Talk*
- Hutchins, Bond, Silliman, & Bryant, 2009
- Examines mother's view of self, child mind/voice, and child rearing
- Highlights differences between:
  - Silenced knower, Received knower, Subjective knower, Procedural knower, Constructed knower

## More Research

- Most powerful predictor of language was "If child initiated – did mother respond?"
- Wordless picture books generated more language and animation from parents

## Family Strategies

- Teach the value of interaction and response to child's utterances
- Teach that extensions are powerful for growing language and add new information
- Teach importance of daily, safe, harmonious interaction for child development

## Beginning with Babble

- A mobile app that reminds caregivers to interact with their child (ages 0-4) through a variety of developmentally appropriate stimuli.
- It is designed to address low-print, low-verbal situations
- The app's stimuli consist of written prompts, demonstrational videos, and audio cues that are both situationally-based and scaffolded to better facilitate language-rich, caregiver-child interactions.



## Service Options in Virginia

### Service Reminders

#### Direct Services

- Provided directly to the student
- Listed on Service page
- May be from SLP or other as specified

#### Indirect Services

- Provided "on behalf of the student"
- May be listed in IEP under:
  - Supports for School Personnel
  - IEP Services page with distinction from direct services

## Indirect Services

- Data collection
- IEP meetings
- Collaborate and co-planning with teachers
- Consult with families
- Adapt materials
- Support/program AAC devices
- Observe students in classrooms

Indirect Services Tasks NOT to be considered include:

- ✘ Planning your own treatment sessions
- ✘ Drafting IEPs
- ✘ Completing paperwork
- ✘ Making phone calls for scheduling meetings

## 3:1 Model

The 3:1 model can increase the classroom carryover in two ways.

- The SLP will be going into the classroom to target carryover and intervention directly.
- The SLP will collaborate with the teacher to develop supports for each student in the classroom to increase carryover and generalization of skills.

Indirect Services are focused on the student

Indirect Services are NOT:

- Writing reports
- Catching up with paperwork
- A week "off"
- Time to do other tasks

## Scheduling and Efficiency

A posted, regular schedule for indirect weeks allows:

- Provides a regular time for SLP to support teachers and families
- Multiple SLPs to cross train and consult
- Encourages meetings during indirect weeks to lessen impact on therapy time
- 

## Autism Spectrum Disorders: Support Using Direct or Indirect Services

Do the majority of students with ASD have communication challenges that require support in the education setting?

### Selecting Appropriate Services

Options to address communication

- Direct services by SLP
- Direct service by classroom teacher
- Indirect services by SLP to support
  - Teacher
  - Paraprofessionals
  - Families

### IEP Services

Are based on individual student needs

Are NOT based on staff's

- ✘ Training
- ✘ Ability
- ✘ Preference

## Virginia's Parental Consent Regulation

- IEPs cannot be changed without parental consent
- Ability to provide services based on staff preferences is often not sustainable due to:
  - Caseload size
  - Staff turnover
  - Placement
- Services decisions should be based on student data and defensible

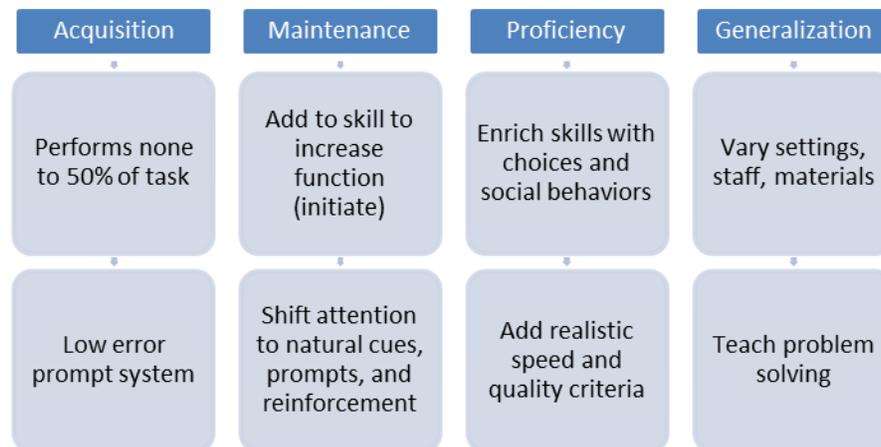
## Questions to Determine Services

- What is being taught?
- How is it being taught (instructional strategies being used and specific techniques)
- Where is instruction most effective?
- Why is it effective in this setting?
- When should targets be addressed (frequency and intensity)?

## Data Based Decision Making

- Examine student's learning patterns
- Type and intensity of instruction to:
  - Acquire new skills
  - Generalize across settings and people
- Impact of treatment fidelity
  - Student's sensitivity to changes AND Need for variation in routine to generalize skills
  - Specificity of instruction

## Characteristics of Learning Stages



## The IEP Should Answer

- What will be taught
- How will it be taught (instructional strategies be used and specific techniques)
- Where will instruction occur and why
- When targets will be addressed (frequency and intensity)
- Who will provide services

## Integrating Data for Decision Making

- After consideration of student specific data, answer the specific questions to determine services
- Discuss assigned case study and be prepared to provide a rationale for decision.

Within the LEA

- Share questions to consider
- Discuss data based decision making
- Consider individual student needs
- Build consistency through shared practice

**Title II of ADA: Effective Communication**

- Effective Communication is a civil right for those with hearing, vision, or speech disabilities
- When determining what is appropriate for that student, the school must provide an opportunity for the person with the disability (or an appropriate family member ...) to request the aid or service the student with a disability thinks is needed to provide effective communication.

Links

- [www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf)
- [www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf)
- [www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-parent-201411.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-parent-201411.pdf)
- [http://www.researchgate.net/profile/Russell\\_Lang/publication/266618207\\_The\\_only\\_study\\_investigating\\_the\\_rapid\\_prompting\\_method\\_has\\_serious\\_methodological\\_flaws\\_but\\_data\\_suggest\\_the\\_most\\_likely\\_outcome\\_is\\_prompt\\_dependency/links/545a83540cf25c508c31951e.pdf](http://www.researchgate.net/profile/Russell_Lang/publication/266618207_The_only_study_investigating_the_rapid_prompting_method_has_serious_methodological_flaws_but_data_suggest_the_most_likely_outcome_is_prompt_dependency/links/545a83540cf25c508c31951e.pdf)
- <http://blog.asha.org/2015/05/19/the-pseudoscientific-phenom-facilitated-communication-makes-a-comeback/>
- <http://www.thinkingautismguide.com/2010/06/questionable-autism-approaches.html>
- [http://www.science20.com/countering\\_tackling\\_woo/blog/why\\_rapid\\_prompting\\_method\\_still\\_doesn%E2%80%99t\\_pass\\_evidencebased\\_test-68146](http://www.science20.com/countering_tackling_woo/blog/why_rapid_prompting_method_still_doesn%E2%80%99t_pass_evidencebased_test-68146)

May is Better Speech and Hearing Month

2016 Efforts

- Activities
- School wide awareness, announcements, and contests
- ASHA resources and contests
- Host PD event or ASHA replay for a group of SLPs

<http://www.asha.org/bhsm/>

- Speaking Up for Communication
- Sample blog posts - Coming Soon
- Press release templates - Coming Soon
- Media advisory templates - Coming Soon
- Letter to Parents template - Coming Soon
- Proclamation and Resolution templates - Coming Soon

**Announcements**

11<sup>th</sup> Annual JMU Summer Institute

June 20,21,22, 2016

Waynesboro, Virginia

- No Restrictions on registration this year.
- Monday, June 20, 2016
- Kelly Farqharson, Ph.D. CCC-SLP
- Tuesday and Wednesday: State of the state, hands on labs, and more on language, articulation, and AAC